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The old theory of the world's resting on

an elephant was abandoned, and the modern

theory of "the foundations of society,"

&c. For just as it has been discovered that

the earth rests on nothing, and is held in its

orbit by the sun, so every true system of

ethics rests not on "foundations" of men's

devising, but on nothing save the eternal

power of the truth and of Righteousness.

And so all true education must come from

above—from the higher to the lower.

He ably argued that the free system at the

University had affected and benefited every

element in the State.

Colonel C. S. Young said that it was due

to himself, as a member of the committee, to

say that while he concurred in much that

Dr. Atkinson had said, he differed with him

in much else.

Professor Decker, of Roanoke College, favored

the curriculum for the colleges, and the

free system for the university. He would

not, however, support the colleges ordering

and the university.

Professor C. E. Vanier, of Emory and

Henry College, was somewhat undecided as

to which system was best, but was rather

inclined to the curriculum.

Professor Estlin insisted that the elective

system avoids the defects of the curriculum,

and, properly managed, is all its advantages.

He thought that the unequal advancement

of students in different classes was an

insuperable objection to the system.

Professor Vanier replied that in that case

they were obliged to make him an "irregular."

Colonel Tenable said that it would seem

from that discussion that Emory and Henry

was half elective and half curriculum, and

that Randolph-Macon was half curriculum

and half elective.

Mr. Taylor made some remarks, and then

Dr. Butler took the floor and expressed his

gratification at the admirable spirit of the

discussion, and at the unanimity of opinion

which had been attained. He thought that

there was really not so much difference

between the two systems as it is presented in

Virginia colleges. Randolph-Macon insists that

boys shall not devote what they shall study,

and Randolph-Macon is ready to stress its

curriculum so as to receive irregulars.

He thought that the remedy for the difficulty

suggested was to endow the University

of Virginia so liberally as to enable it to

receive to receive irregulars, thus

enabling the colleges to come up.

Mr. J. P. McGuire would not, but the colleges

would not be able to get out of the

trouble of the curriculum.

Professor T. P. Price insisted that the

great advantage of the elective system is the

independence of the schools. He saw no

reason in giving a student a diploma in Greek

because he knew mathematics, or vice versa.

And while he fully believed in the disciplinary

value of education, he insisted that a

man should be educated up to the level of

the times, and that the curriculum should

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